



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12901845
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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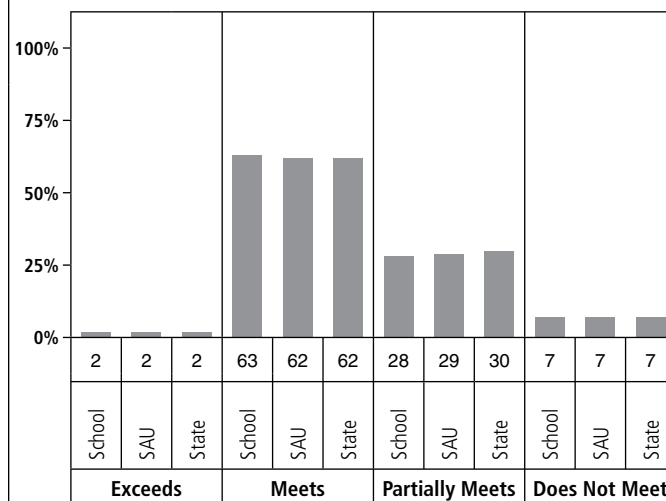
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

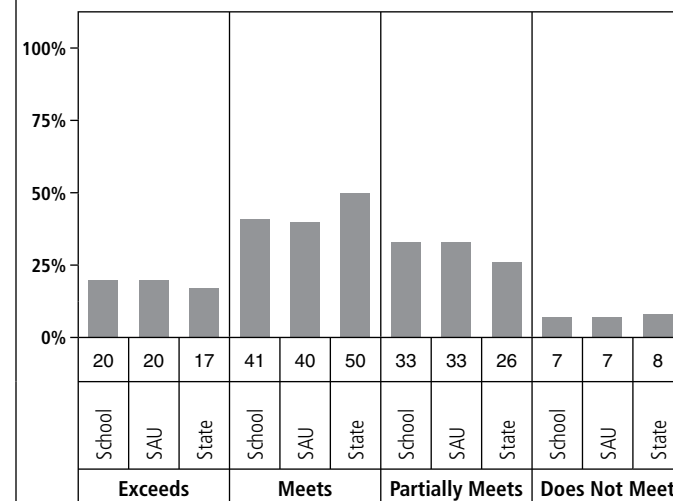
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	348	348	345
2006–2007	348	347	345
2007–2008	344	344	344
Cum. Avg. *	346	346	345
Mathematics			
2005–2006	355	355	344
2006–2007	353	353	347
2007–2008	347	347	347
Cum. Avg. *	351	351	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	46	100	45	100	13803	100	46	100	45	100	13714	99	46	100	45	100	13710	99												
Ethnicity African American/Black	4	9	4	9	399	3	4	100	4	100	391	98	4	100	4	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	1	2	1	2	210	2	1	100	1	100	205	98	1	100	1	100	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	41	89	40	89	12916	94	41	100	40	100	12846	100	41	100	40	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	6	13	5	11	2358	17	6	100	5	100	2333	99	6	100	5	100	2329	99												
Current LEP	2	4	2	4	371	3	2	100	2	100	357	96	2	100	2	100	361	98												
Economically disadvantaged	22	48	21	47	5584	40	22	100	21	100	5535	99	22	100	21	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	37	80	37	82	10650	77	37	80	37	82	10678	77												
Identified disability (PET/IEP)	0	0	0	0	475	4	0	0	0	0	479	4												
LEP	1	3	1	3	151	1	1	3	1	3	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	9	20	8	18	2936	21	9	20	8	18	2911	21												
Identified disability (PET/IEP)	6	67	5	63	1735	59	6	67	5	63	1729	59												
LEP	1	11	1	13	197	7	1	11	1	13	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	2	22	2	25	986	34	2	22	2	25	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	3	1	3	352	3
	2006-2007	2	5	1	3	332	2
	2007-2008	1	2	1	2	227	2
	Cum. Total*	4	3	3	3	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	28	80	28	80	8641	62
	2006-2007	30	77	28	78	8691	63
	2007-2008	29	63	28	62	8403	62
	Cum. Total*	87	73	84	72	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	4	11	4	11	3671	27
	2006-2007	6	15	6	17	3781	27
	2007-2008	13	28	13	29	4018	30
	Cum. Total*	23	19	23	20	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	2	6	2	6	1163	8
	2006-2007	1	3	1	3	1021	7
	2007-2008	3	7	3	7	938	7
	Cum. Total*	6	5	6	5	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	27.7	60.2	27.6	60.0	27.6	60.0
Literary Text	23	50	14.4	62.6	14.4	62.6	14.1	61.3
Informational Text	23	50	13.3	57.8	13.2	57.4	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	1	2	29	63	13	28	3	7	344	45	2	62	29	7	344	13586	2	62	30	7	344
Ethnicity																						
African American/Black	4										4						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	1										1						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	41	0	0	26	63	12	29	3	7	344	40	0	63	30	8	344	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	4	67	2	33	0	0	341	5	0	60	40	0	340	2210	0	32	48	20	338
No	40	1	3	25	63	11	28	3	8	345	40	3	63	28	8	345	11376	2	68	26	4	346
Current LEP																						
Yes	2										2						348	1	36	45	19	339
No	44	1	2	28	64	12	27	3	7	345	43	2	63	28	7	345	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	22	0	0	11	50	9	41	2	9	342	21	0	48	43	10	341	5450	1	49	39	11	341
No	24	1	4	18	75	4	17	1	4	347	24	4	75	17	4	347	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	46	1	2	29	63	13	28	3	7	344	45	2	62	29	7	344	13581	2	62	30	7	344
Gender																						
Female	23	1	4	15	65	6	26	1	4	347	23	4	65	26	4	347	6567	3	65	27	5	345
Male	23	0	0	14	61	7	30	2	9	342	22	0	59	32	9	342	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	2	40	3	60	0	0	340	5	0	40	60	0	340	2004	0	37	49	14	339
No	41	1	2	27	66	10	24	3	7	345	40	3	65	25	8	345	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	46	1	2	29	63	13	28	3	7	344	45	2	62	29	7	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	50	0	0	1	50	338	2	0	0	0	100	330	6	0	43	39	18	340
B. less than one hour	89	1	3	25	64	12	31	1	3	345	91	3	64	31	3	345	79	2	65	28	5	345
C. one to two hours	7	0	0	2	67	0	0	1	33	343	7	0	67	0	33	343	12	2	60	31	7	344
D. more than two hours	0										0						3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	9	0	0	3	75	1	25	0	0	347	9	0	75	25	0	347	29	3	62	28	7	345
B. They match some of what I have learned.	59	1	4	17	65	7	27	1	4	345	60	4	65	27	4	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	23	0	0	5	50	4	40	1	10	343	21	0	44	44	11	342	15	1	56	34	9	343
D. There is no match.	9	0	0	3	75	0	0	1	25	343	9	0	75	0	25	343	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	21	1	11	5	56	2	22	1	11	347	19	13	50	25	13	347	42	3	67	24	6	346
B. good	60	0	0	18	69	7	27	1	4	345	62	0	69	27	4	345	46	1	62	32	5	344
C. fair	19	0	0	4	50	3	38	1	13	341	19	0	50	38	13	341	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	30	0	0	8	62	5	38	0	0	343	29	0	58	42	0	343	22	1	48	38	12	341
B. about the same as my regular schoolwork	49	0	0	14	67	6	29	1	5	345	50	0	67	29	5	345	57	2	68	26	4	346
C. easier than my regular schoolwork	21	1	11	5	56	1	11	2	22	345	21	11	56	11	22	345	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	30	0	0	8	62	5	38	0	0	343	29	0	58	42	0	343	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	44	0	0	13	68	4	21	2	11	345	45	0	68	21	11	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	26	1	9	6	55	3	27	1	9	345	26	9	55	27	9	345	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	18	0	0	6	75	1	13	1	13	346	19	0	75	13	13	346	19	3	65	27	6	346
B. 20 minutes to an hour	52	1	4	16	70	5	22	1	4	346	53	4	70	22	4	346	47	2	68	25	5	346
C. less than 20 minutes	9	0	0	2	50	1	25	1	25	340	9	0	50	25	25	340	19	1	56	35	8	343
D. I rarely read at home.	20	0	0	4	44	5	56	0	0	341	19	0	38	63	0	340	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	30	0	0	8	62	4	31	1	8	342	29	0	58	33	8	342	28	1	56	33	9	343
B. six to ten pages	30	0	0	5	38	6	46	2	15	342	31	0	38	46	15	342	23	1	63	29	7	344
C. eleven or more pages	40	1	6	14	82	2	12	0	0	348	40	6	82	12	0	348	49	2	65	27	6	345
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	340	100	0	0	100	0	340						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Great Salt Bay CSD
School: Great Salt Bay Community Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	8	23	8	23	1295	9
	2006-2007	9	23	8	22	1985	14
	2007-2008	9	20	9	20	2277	17
	Cum. Total*	26	22	25	22	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	21	60	20	57	6852	49
	2006-2007	23	59	22	61	6990	51
	2007-2008	19	41	18	40	6764	50
	Cum. Total*	63	53	60	52	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	5	14	6	17	4081	29
	2006-2007	6	15	5	14	3673	27
	2007-2008	15	33	15	33	3504	26
	Cum. Total*	26	22	26	22	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	1	3	1	3	1638	12
	2006-2007	1	3	1	3	1193	9
	2007-2008	3	7	3	7	1044	8
	Cum. Total*	5	4	5	4	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.0	60.0	9.0	60.0	9.2	61.3
Cluster 2: Shape and Size	14	29	10.9	77.9	10.9	77.9	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.0	60.0	3.2	64.0
Cluster 4: Patterns	14	29	8.3	59.3	8.2	58.6	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	9	20	19	41	15	33	3	7	347	45	20	40	33	7	347	13589	17	50	26	8	347
Ethnicity																						
African American/Black	4										4						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	1										1						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	41	8	20	17	41	13	32	3	7	347	40	20	40	33	8	347	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	3	50	1	17	339	5	0	20	60	20	337	2208	6	35	37	21	338
No	40	9	23	17	43	12	30	2	5	348	40	23	43	30	5	348	11381	19	53	24	5	349
Current LEP																						
Yes	2										2						357	8	29	37	26	336
No	44	9	20	19	43	13	30	3	7	348	43	21	42	30	7	348	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	22	2	9	9	41	9	41	2	9	343	21	10	38	43	10	343	5452	9	45	33	12	343
No	24	7	29	10	42	6	25	1	4	350	24	29	42	25	4	350	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	46	9	20	19	41	15	33	3	7	347	45	20	40	33	7	347	13584	17	50	26	8	347
Gender																						
Female	23	4	17	10	43	8	35	1	4	347	23	17	43	35	4	347	6565	15	49	27	8	347
Male	23	5	22	9	39	7	30	2	9	347	22	23	36	32	9	347	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	2	40	3	60	0	0	340	5	0	40	60	0	340	2004	5	39	41	15	339
No	41	9	22	17	41	12	29	3	7	348	40	23	40	30	8	348	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	46	9	20	19	41	15	33	3	7	347	45	20	40	33	7	347	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Great Salt Bay CSD
 School: Great Salt Bay Community Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	50	0	0	1	50	332	2	0	0	0	100	318	6	9	40	33	18	340
B. less than one hour	89	8	21	17	44	12	31	2	5	348	91	21	44	31	5	348	79	18	52	24	6	348
C. one to two hours	7	0	0	1	33	2	67	0	0	337	7	0	33	67	0	337	12	16	48	27	8	347
D. more than two hours	0										0						3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	34	5	33	5	33	3	20	2	13	350	35	33	33	20	13	350	37	22	50	22	6	350
B. They match some of what I have learned.	50	3	14	11	50	7	32	1	5	347	51	14	50	32	5	347	46	16	53	25	6	348
C. They match just a little of what I have learned.	14	0	0	3	50	3	50	0	0	342	12	0	40	60	0	341	12	9	44	36	11	342
D. There is no match.	2	0	0	0	0	1	100	0	0	334	2	0	0	100	0	334	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	3	23	8	62	1	8	1	8	353	30	25	58	8	8	353	39	25	48	20	7	350
B. good	44	4	22	6	33	6	33	2	11	345	45	22	33	33	11	345	46	14	52	27	7	347
C. fair	20	1	13	2	25	5	63	0	0	343	20	13	25	63	0	343	12	8	49	35	9	343
D. poor	5	0	0	0	0	2	100	0	0	336	5	0	0	100	0	336	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	25	0	0	4	36	5	45	2	18	338	23	0	30	50	20	337	17	7	41	35	17	340
B. about the same as my regular schoolwork	57	6	24	12	48	6	24	1	4	350	58	24	48	24	4	350	59	18	53	24	5	349
C. easier than my regular schoolwork	18	2	25	3	38	3	38	0	0	349	19	25	38	38	0	349	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	40	1	6	7	41	6	35	3	18	340	38	6	38	38	19	340	32	13	47	30	10	345
B. two or three days a week	33	5	36	6	43	3	21	0	0	354	33	36	43	21	0	354	30	20	52	23	5	349
C. two or three times each month	16	0	0	4	57	3	43	0	0	345	17	0	57	43	0	345	19	20	53	21	6	350
D. never or almost never	12	2	40	2	40	1	20	0	0	356	12	40	40	20	0	356	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	1	25	2	50	1	25	334	9	0	25	50	25	334	7	5	34	40	20	338
B. two or three days a week	20	3	33	1	11	4	44	1	11	344	21	33	11	44	11	344	18	15	50	27	8	346
C. two or three times each month	30	2	15	7	54	4	31	0	0	350	30	15	54	31	0	350	28	21	53	21	4	350
D. never or almost never	41	3	17	10	56	4	22	1	6	349	40	18	53	24	6	349	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	12	0	0	0	0	3	60	2	40	330	12	0	0	60	40	330	16	8	42	36	13	342
B. 30–45 minutes	36	3	20	9	60	2	13	1	7	351	34	21	57	14	7	352	30	14	53	26	7	347
C. 45–60 minutes	36	3	20	7	47	5	33	0	0	348	37	20	47	33	0	348	32	22	51	22	5	350
D. more than 60 minutes	17	2	29	2	29	3	43	0	0	347	17	29	29	43	0	347	22	20	49	23	7	349
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	334	100	0	0	100	0	334						
B.	0										0											
C.	0										0											
D.	0										0											